Imperial College London

Faculty Education Committee (FEC)
Faculty of Medicine

24 September 2018
Confirmed minutes

Present
Mr Martin Lupton (Chair), Mr Michael Wetherburn, Mr Chris Harris, Mrs Rebekah Fletcher, Ms Men-Yeut Wong, Professor Sue Smith, Ms Susan English, Dr Jeffrey Vernon, Dr Chris Watkins, Mr Richard Viner, Mr Alejandro Luy, Dr Jo Harris, Mr Gerry Greyling, Prof Steve Gentleman, Mr James Wild

Apologies
Dr Sophie Rutschmann, Professor Alison McGregor, Professor Laki Buluwela, Professor Helen Ward, Ms Jo Horsburgh, Ms Nikki Boyd

1 **Welcome and Apologies**
The chair welcomed attendees to the meeting and apologies, as above, were noted.

2 **Faculty Education Committee Terms of Reference, constitution and membership for 2018-19 [MEC2018-13]**
The committee noted the Terms of Reference, constitution and membership list for the next academic year with amendments to the membership to reflect new staff.
In order to better meet the needs of Faculty in the review of its pedagogy and digital education capacity, it was agreed that the committee should have a Faculty-wide view of educational strategy. All departments will have representation on this committee. In accordance with this, an addendum to the Terms of Reference will be made.

3 **Minutes of the meeting held on 05 March 2018 [MEC2018-14]**
The committee approved the minutes of the last meeting.

4 **Matters arising**
With reference to item 3, SOLE presents both a structural and a technical dilemma for the School. The mandated questions have to be comparable across College, which result in a rigidity of scope and a repetition of theme; the Qualtrics system does not allow the inclusion of a photo for the member of staff that students are being asked to comment on, often having only received a single learning experience from that academic. The School has worked hard to adapt within the structure imposed by College, but has been unable to find any way to improve the existing mechanism. We are now at a stage where we need to consider alternative solutions. If we can get the current system functional, making completion compulsory would be an option, but this requires significant improvement to the existing functionality and feedback apparatus. The SOLE working group will commence again for 2018-19 and we will feed into that. In reviewing SOLE, we must also question whether it makes educational sense for students to be taught by a large number of academics with whom they have no meaningful engagement with, and yet are expected to provide feedback on. This is being addressed as part of the curriculum review as we move towards a student-centric curriculum. An exploration of SOLE and feedback should be considered in a bid for funding to the Learning and Teaching Strategy, sitting under the Educational Culture pillar.

ACTION: Head of School Secretariat and Head of Undergraduate Medicine

With reference to minute 5, as part of the curriculum review and in response to LKC SoM adoption of a house system, the School is considering assigning students to groups that they would retain throughout their six years, with the possibility of assigning a student representative to each of those groups.

ACTION: Deputy Head of Undergraduate Medicine

ITEMS TO CONSIDER

5   **Reports from Subordinate Committees**

5.1   **Undergraduate School Board [MEC2018-15]**
There are concerns about the standard of applicant applying to medical school as the number of places expands in the UK by a further 1000 this year, and the competition for high quality entrants to medical school is increasing. The School strategy will need to consider how we maintain a good proportion of students of a higher academic standard year-on-year.
A larger number of overseas students declined their offer of a place for 2018-19, resulting in 19 overseas students joining out of a possible 25. In all cases their reasoning has involved funding.
The School should consider the rationale for including Chemistry A-Level as an entry requirement. A potential recalibration of our entry requirements, including one which might offer Chemistry as a digital primer alongside a subject that promotes logical thinking, could put new students in a good position to undertake our course and give increased flexibility to our offer.

ACTION: Head of Undergraduate Medicine

5.2   **Postgraduate Education Board [MEC2018-16]**
That the Terms of Reference for the Postgraduate Education Committee will be reviewed to ensure that its devolved power for postgraduate matters is clearly stated, and ensure its schedule of business document for 2018-19 is circulated.

ACTION: Postgraduate Senior Teaching Fellow

The School received its highest number of applicants to the Masters' programme for 2018-19, however the quality of applicants decreased in terms of supporting statements. Whilst conversion of applications is down, with it being unlikely that we will fill the target of 750 places, the number of overseas applicants has increased.
Last year webpages underwent a process of redevelopment in the way they advertised postgraduate courses, with core information housed on the student recruitment pages, with links to departmental webpages, within which further information was added by departments. Some departments were more proactive than others in adding this information. The new format of the faculties landing page is now being reviewed to see how we can redesign the navigation out to postgraduate courses.
A new visual identity for PG was also launched over the last year, as well as dedicating funds to social media marketing, careers fairs and open days in the UK and abroad, and this year we will see the output of our embedded analytics within these webpages, which will help to better understand how prospective students reach certain sets of data.

5.3   **Lee Kong Chian School of Medicine [MEC2018-17]**
We have to trial a number of modules to see how a collaboration online programme for a jointly awarded Imperial-NTU PG Certificate, Diploma and Masters in Medical Education would look, to satisfy College that this can become a certificated programme.
The Imperial joint medical education conference is more successful than anticipated, with more than 250 applicants from across the world.
Our offer of 34 elective places to LKC Medicine students is the largest we have offered to date, with electives offered in a number of different departments.
The committee approved the minor modification audit for 2017-18.

6   **Faculty of Medicine Postgraduate Traffic Light [MEC2018-18]**
There was a variable return of feedback across departments, with all but the School of Public Health returning incomplete feedback between 15% and 50% of assessments. It is not immediately clear why some departments struggle to issue feedback more so than others.
Incentivising academics to compete feedback is difficult as those incentives are issued to department rather than the academics responsible for doing the work. Currently we are issuing assessments that cannot have feedback provided within two week, which has a knock on impact on the quality of feedback provided.

Our feedback provision has been a recurrent issue raised by our students for a number of years, and if we are going to increase our student numbers, we need to reassess the number of academic hours devoted to deliver teaching and feedback. We have seen that academics who undertake small amounts of teaching often do not know the context of that teaching in relation to the wider curriculum nor a strong sense of belonging to the institute, and a model of this sort is unlikely to make teaching and feedback feel like a meaningful aspect of an academic role. We need to think about how we share the responsibility of redressing aspects we are not currently delivering to time. There is however an issue of academic culture to be addressed before we are able to solve the acute problem of academic feedback, and we have to further address the separation between teaching and research as part of that.

ACTION: Head of Undergraduate Medicine

7 **Professional Educational Training Requirements for Probationary Lecturers [MEC2018-19]**
Across Medicine there is variation of approach in how we handle professional educational training requirements for probationary academic staff. The responsibility to delivering this policy is devolved to the departments, with the Director of Education of the relevant SID acknowledged as having overall responsibility. Any probationer needs to have a handbook which lists the things they need to have completed and a name of the person that will issue sign-off, and we need to ensure this is followed across Faculty as a normal part of any induction process. This requires further clarification from HR as to what it is they provide to new starter across Faculty.

ACTION: Deputy Director of Education

ITEMS TO NOTE

8. Academic Policy & Procedure Updates
The committee noted the academic policy & procedure updates for 2018-19

9. Programmes Committee Report
The committee noted the new programme and major modification and recommendations in the Programmes Committee report.

10. Chair's Report
The committee noted the actions taken on behalf of the committee.

11. Senate Minutes
To note: the latest Senate minutes.

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12. Quality Assurance and Enhancement Committee (QAEC) Summary Report for Senate
To note: the latest summary report from the Quality Assurance and Enhancement Committee.

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13. FEC Reports
To note: the latest reports from the other FECs as reported to the last QAEC.

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ANY OTHER BUSINESS

14. Dates of Future Meetings
The committee noted the remaining meeting dates for 2018/19;

10 December 2018, Ballroom, 58 Prince's Gate
25 February 2019, Ballroom, 58 Prince's Gate
15 April 2019, Ballroom, 58 Prince's Gate